

SCHOOL OF CIVIL AND ENVIRONMENTAL ENGINEERING

THE UNIVERSITY OF
NEW SOUTH WALES

Session 1 2013



CVEN 9706

Human Resource Management

COURSE DETAILS

Units of Credit	6 UOC
Contact hours	3 hours per week
Class	Monday 10:00 am – 1:00 pm Room MEng405
Course Coordinator and Lecturer	Dr. Leonhard E. Bernold, email: Leonhard.bernold@gmail.com office: CE 207

INFORMATION ABOUT THE COURSE

This course covers Human Resources Management (HRM) topics and issues with a special emphasis on the construction industry. These include conceptual foundations of HRM, activities, roles and practices of an organisation's human resource functions, characteristics of the workforce and the human resource environment as well as the competitive challenges influencing Australian companies. Training and motivation for high performance and safety, one of the main functions of HRM, will be extensively covered. Another focal point is the question of how to measure performance at the different levels in a construction company, from the work site all the way to top management.

What students learn in this course will assist in preparing them to participate and lead work teams as well as to manage personnel in construction.

This course will build on your previous knowledge of management courses and experience. What is learned in this course will apply to both the domestic and international contexts.

HANDBOOK DESCRIPTION

See link to virtual handbook:

www.handbook.unsw.edu.au/postgraduate/courses/2013/CVEN9706-5134_01811.html

OBJECTIVES

This course introduces students to a range of concepts and theories in Human Resource Management (HRM) as an imperative process to efficiently manage the “Human Capital” of a company. The course will cover contextual, managerial developments in HRM with a focus on the construction industry. By its nature, many subjects of management and human behaviours are complex and subjective. However, much effort has been gone into the development of creating transparency in the definition and measurements of expected performance.

The “bread-and-butter” functions of HRM consist of tracking existing employee data such as manpower planning, recruiting, personal histories, skills, capabilities, accomplishments and salary. To reduce the manual workload of these activities most organizations have created automated Human Resource Management

Systems.

One of the most important, possibly the most important, function of HRM is the training and development of the "Human Capital". Every employee will be most satisfied if the company promotes personal growth of professional and social competence that is both comfortable and adequate for the tasks to be done. This requires a long term personalized training and development plan. Other key training areas are: a) working in teams, b) communication, c) leadership and motivation, d) conflict resolution, etc.

This course aims to provide students with the knowledge and tools to critically analyse and resolve HRM situations in inter-disciplinary contexts. Specifically, the objective of this course is to provide students with the knowledge to:

- Engage actively in independent and reflective learning
- Differentiate between personnel and people-centered management
- Realise the HRM linkages between company strategy, people, and performance.
- Recognise effects of globalisation, innovation, sustainability and staff retention in organisations.
- Emphasise the role of HRM in creating value and sustaining competitive advantage.
- Establish effective training and development programs
- Create effective performance assessment tools for all levels of a company
- Understand the factors that inhibit a person to raise to his/her fullest potential
- Develop competence in higher-level thinking, the implementation of theory into a professional product, and effective marketing of the product
- Communicate complex matters
- Perfect information literacy
- Collaborate effectively in multi-disciplinary work
- Respect ethical practice and social responsibility

TEACHING STRATEGIES

The educational process depends on the effective coming together of three spokes of a wheel:

- 1) An educational environment that creates an atmosphere conducive to teaching and learning
- 2) A skilled and nurturing coach
- 3) Skilled and motivated learners.

The UNSW guidelines on learning and teaching (see <http://www.guidelinesonlearning.unsw.edu.au/>) forms the backbone of the teaching strategies and assessment methods used in this course. The guidelines advocate engaging students in the learning process through contextualised and inclusive curriculum.

The guidelines include the following statements:

- Effective learning is supported when students are actively engaged in the learning process.
- Effective learning is supported by a climate of inquiry where students feel appropriately challenged and activities are linked to research and scholarship.
- Activities that are interesting and challenging, but which also create opportunities for students to have fun, can enhance the learning experience.
- Structured occasions for reflection allow students to explore their experiences, challenge current beliefs, and develop new practices and understandings.
- Learning is more effective when students' prior experience and knowledge are recognised and built on.
- Students become more engaged in the learning process if they can see the relevance of their studies to professional, disciplinary and/or personal contexts
- If dialogue is encouraged between students and teachers and among students (in and out of class), thus creating a community of learners, student motivation and engagement can be increased
- The educational experiences of all students are enhanced when the diversity of their experiences are acknowledged, valued, and drawn on in learning and teaching approaches and activities
- Students learn in different ways and their learning can be better supported by the use of multiple teaching methods and modes of instruction (visual, auditory, kinaesthetic, and read/write).
- Clearly articulated expectations, goals, learning outcomes, and course requirements increase student motivation and improve learning.
- When students are encouraged to take responsibility for their own learning, they are more likely to develop higher-order thinking skills such as analysis, synthesis, and evaluation.
- Graduate attributes – the qualities and skills the university hopes its students will develop as a result of

- their university studies – are most effectively acquired in a disciplinary context.
- Learning can be enhanced and independent learning skills developed through appropriate use of information and communication technologies.
 - Learning cooperatively with peers - rather than in an individualistic or competitive way - may help students to develop interpersonal, professional, and cognitive skills to a higher level.
 - Effective learning is facilitated by assessment practices and other student learning activities that are designed to support the achievement of desired learning outcomes.
 - Meaningful and timely feedback to students improves learning.

In order to achieve the objectives of this course, an active and self-directed learning approach is used. This is a student-centred approach based on the critical reading of text material, formulation of questions, interactive/discussion-based lectures, hands-on work in the field, professional writing, and oral presentations. Students' experiences and readings should be reflected through active contributions to class questioning and discussion to facilitate students learning from each other.

By its nature, a management topic is not rigid and solved by an equation. The teaching and learning methods listed in Table 1 together with the assessment items listed in Table 2 are designed to allow students to reflect on the management topics covered in this course, and encourage brain-storming and inquisitions.

In this course, the focus is on your self-directed search for knowledge. Lectures, textbook, lecture notes, and other resources are all provided as a service to assist you in this endeavour.

The fundamental approach to learning in this course can be summarised as follows:

- ***Understand*** rather than ***Memorize***
- ***Take responsibility*** for your own learning.
- ***Explore and test ideas***, don't limit yourself to textbook situations
- ***Work collaboratively*** with others
- ***Find satisfaction and pride*** in having produced professional results.

The teaching strategies used and their rationale.

Lectures	<ul style="list-style-type: none"> • Provide concepts/ issues/ topics of course material • Clarify understanding of course material • Provide announcements on course changes • Convey and integrate course material and readings
Reading	<ul style="list-style-type: none"> • Engage in self-directed “reading-to-understand” before class • Evaluate material from the web and formulate critical questions • Discuss assigned reading material in class, answer quiz questions
Journaling	<ul style="list-style-type: none"> • Reflect weekly on what has been learned, what is being considered most important, and why. • Review relevant material from the class, textbook, and the world around. • Write a professional class journal
Group Project	<ul style="list-style-type: none"> • Hands-on work in the construction industry to apply the class material • Develop a working an integrated HRMS as a case-study • Collaborative teamwork with maximum two students • Oral presentation and written final report “selling” the system to a potential adaptor
Quizzes and Exams	<ul style="list-style-type: none"> • Demonstrate your knowledge and skills • Demonstrate higher understanding and problem solving

EXPECTED LEARNING OUTCOMES

By successfully completing this course you are expected to be able to:

1. Identify and explain key theories, issues, roles, activities, and functions of HRM.
2. Link strategy, people and performance in explaining HRM scenarios.
3. Realise connections between HRM and organisational business success.
4. Demonstrate HRM topics and arguments verbally and in writing.
5. Analyse organisational HRM with emphasis on the effects of globalisation, innovation, sustainability and attracting and retaining people.
6. Develop hands-on knowledge by developing a prototype HRMS for a construction company.
7. Being able to reflect on the personal growth in the area of HRM.
8. Critically appraise HRM ethical practice.
9. Develop and apply skills in modeling, analysis, and creative IT use.
10. Actively participate in collaborative/teamwork in the “real world”
11. Practice creative marketing of your prototype system through effective communication.

For each hour of contact it is expected that you will put in at least 1.5 hours of private study.

ASSESSMENT

The final grade for this course will normally be based on the sum of the scores from each of the assessment tasks. The Final Examination is worth 20% of the Final Mark; Home Practices are worth 10%; Quizzes 15%; Semester Journal or Midterm Exam 20%, Group Project (incl. oral presentation) 30%. A mark of at least 40% in the final examination is required before the class work is included in the final mark. The formal exam scripts will not be returned. Students who perform poorly in the quick quizzes are recommended to discuss progress with the lecturer during the semester. There will be hand-in problems and quick quizzes. Only one quiz without an approval from the lecturer can be missed. Note: The lecturer reserves the right to adjust the final scores by scaling if agreed by the Head of School.]

Satisfactory performance ***in all components*** is necessary in order to pass the course.

Unsatisfactory performance in any component of the course will result in a maximum mark of 45% for the course.

The convenor reserves the right to scale the final marks.

Details of each assessment component, the marks assigned to it, the criteria by which marks will be assigned, and the dates of submission are set out below.

ASSIGNMENTS

See bellow.

Late work will be penalised at the rate of 10% per day after the due time and date have expired.

COURSE PROGRAM

SESSION 1 2011

B&A = Bernold, L. and AbouRizk, S., *Managing Performance in Construction*, Wiley, 2010.

Week	Start Date	Topic	Activities				
			Reading	Assignment Due this	Journal	Quiz	Project
1	4 Mar	Principles of teaching & learning, Assessment criteria, What is HRM?	B&A Preface, Bernold-Teach-Learn, Bond-Formative Assessment			1	
2	11 Mar	What competencies can we identify and how can we measure them in construction?	B&A Chapters 2.1, 2.2, 3.1, 6.1, 6.2 11.1, 11.2, 11.5	Criteria for assessing quality of (A) teaching and(B) Learning J.		2	
3	18 Mar	Modelling construction processes, Muda waste, process control, Taxonomy of work	B&A Chapter 2.1, 2.2, 2.3, 2.4	Criteria for assessing quality of Learning J.		3	
4	25 Mar	Measuring site performance, Critical success factors, 80/20	B&A Chapter 2.5, 2.6,		Submittal 1	4	Phase 1
Mid-Semester Break							
5	8 April	I/O flow modelling, the balance point, what-if analysis	B&A Chapter 3	Peer-Review of Journal (1) Submittal 1		5	
6	15 April	Human resource planning, short- and long term training,	B&A Chapter 6.1, 6.2, 6.3	Measuring Site Performance (2)		6	
7	22 April	Job oriented training, Physical and emotional strains, metabolism	B&A Chapter 6.4, 6.5, 7.1, 7.2		Submittal 2	7	
8	29 April	Ergonomics, job stress, workplace harassments	B&A Chapter 7.3, 7.4, 7.5	Peer-Review of Journal (3) Submittal 2		8	
9	6 May	Motivational theories, human temperaments, Maslow, Vroom	B&A, Chapter 8.1, 8.2, 8.3, 8.4, 8.5	(4) Job Core Competencies		9	
10	13 May	Herzberg, Satisfaction, Job enrichment schemes, Manager vs. Leader,	B&A Chapter 8.6, 8.7, 8.8, 9.1,			10	Phase 2
11	20 May	Leadership, teamwork, life-cycle of a team, creativity	B&A Chapter 9.2, 9.3, 9.4	Criteria for assessing (C) quality of Project		11	
12	27 May	Channels of human communication, meetings, e-communication	B&A Chapter 10			12	
13	3 June	Oral Project Presentations			Final Sub-mission	13	Final Project
14	10 June						
15	17 June	Assessments		(5) Peer-Review Proj. (6) Peer-Review Journal			

RELEVANT RESOURCES

Textbook: Managing Performance in Construction by Bernold, L. and AbouRizk S., John Wiley & Sons, 2010. ISBN 978-0-470-17164-6

Available in UNSW bookshop, library and library open reserve

Suggested academic and professional Journals:

- Academy Journal of Management
- Academy of Management Review
- Asia Pacific Journal of Human Resource
- California Management Review
- European Journal of Cultural Studies
- Harvard Business Review
- Human Resource Management
- Human Resource Management Journal
- Human Resource Planning
- International Journal of Intercultural Relations
- Journal of International Business Studies
- Journal of Management
- Journal of Managerial Psychology
- Management International Review
- The International Journal of Human Resources Management

DATES TO NOTE

Refer to MyUNSW for Important Dates available at:

<https://my.unsw.edu.au/student/resources/KeyDates.html>

PLAGIARISM

Journals and Project have to be uploaded onto Turnitin to check for copying.

Beware! An assignment that includes plagiarised material will receive a 0% Fail, and students who plagiarise may fail the course. Students who plagiarise are also liable to disciplinary action, including exclusion from enrolment.

Plagiarism is the use of another person's work or ideas as if they were your own. When it is necessary or desirable to use other people's material you should adequately acknowledge whose words or ideas they are and where you found them (giving the complete reference details, including page number(s)). The Learning Centre provides further information on what constitutes Plagiarism at:

<http://www.lc.unsw.edu.au/onlib/plag.html>

COMMON SCHOOL INFORMATION

For information about:

- Notes on assessments and plagiarism,
- School policy on Supplementary exams,
- Special Considerations,
- Solutions to Problems,
- Year Managers and Grievance Officer of Teaching and Learning Committee, and
- CEVSOC.

Refer to Common School Information on the School website available at:

http://www.civeng.unsw.edu.au/currentstudents/general/profiles/common_ug.html